

7.R.1.1 Students are able to **understand** how word choice affects meaning.

Verbs Defined:

- understand -- understand by writing and/or speaking

Key Terms Defined:

- word choice -- words the author chooses including denotation (dictionary definition), connotation (thoughts and feeling associated with the word)
- affects -- changes

Teacher Speak:

Students are able to understand (by writing and/or speaking) how word choice (words the author chooses including denotation [dictionary definition] and connotation [thoughts and feelings associated with the word]) affects (changes) meaning.

Student Speak:

I can understand by writing and/ or speaking how the words the author chooses (word choice), including the dictionary definition (denotation) and the thoughts and feelings associated with the words (connotation), can change (affect) the meaning.

7.R.1.2 Students are able to **use** inferences to **extend** meaning beyond literal understanding of text.

Verbs Defined:

- use -- apply in writing and/or speaking
- extend -- expand

Key Terms Defined:

- inferences -- forming predictions and drawing conclusions from text
- literal -- exactly what is written
- text -- written materials

Teacher Speak:

Students are able to use (apply in writing and/or speaking) inferences (forming predictions and drawing conclusions from text) to extend (expand) meaning beyond the literal (exactly what is written) understanding of text (written materials).

Student Speak:

I can apply my understanding (use) of predictions and draw conclusions from text (inferences) to expand (extend) meaning beyond exactly what is written (literal) in writing and/or speaking of written materials (text).

7.R.2.1 Students are able to **describe** how authors use literary elements to **create** meaning.

Verbs Defined:

- describe -- explain in writing and/or speaking
- create meaning -- produce in writing and/or speaking

Key Terms Defined:

- literary elements:
 - characterization
 - setting
 - plot
 - point of view
 - theme

Teacher Speak:

Students are able to describe (explain in writing and/or speaking) how authors use literary elements (characterization, setting, plot, point of view, theme) to create meaning (produce in writing and/or speaking).

Student Speak:

I can explain in writing and/or speaking (describe) how authors use:

- characterization (characters in the story through physical descriptions, dialogue, actions of the character, reactions to the character, thoughts and feelings of the character, and the narrator's direct comments)
- setting (when and where the story takes place based on context clues)
- plot (exposition, rising action, climax, falling action, and conflict resolution)
- point of view (first person, second person, and third person)
- theme (characterization, setting, plot, and point of view to determine message)

(literary elements) in writing and/or speaking (create meaning).

7.R.2.2 Students are able to **describe** how authors **use** literary devices to **create meaning**.

Verbs Defined:

- describe -- explain in writing and/or speaking

Key Terms Defined:

- literary devices
 - foreshadowing
 - flashback
 - symbolism
 - sensory details

Teacher Speak:

Students are able to describe (explain in writing and/or speaking) how authors use literary devices (foreshadowing, flashback, symbolism, sensory details) to create meaning.

Student Speak:

I can explain in writing and/or speaking (describe) how authors use

- clues in the story that give hints of what will happen (foreshadowing)
- referring to a previous events (flashback)
- an object representing an idea (symbolism)
- words and/or phrases that appeal to the senses(sensory details)

(literary devices) to create meaning.

7.R.3.1 Students are able to **connect** historical and cultural influences in literary selections to **construct** meaning.

Verbs Defined:

- connect -- connect in writing and/or speaking

Key Terms Defined:

- historical influences -- a major event that influenced culture
- cultural influences -- groups of people based on age, gender, religion, ethnicity, and ways of life
- literary selections -- fiction, nonfiction, drama, and poetry

Teacher Speak:

Students are able to connect (in writing and/or speaking) historical (a major event that influenced culture) and cultural influences (groups of people based on age, gender, religion, ethnicity, and ways of life) in literary selections (fiction, nonfiction, drama, and poetry) to construct meaning.

Student Speak:

I can connect in writing and/or speaking a major event that influenced culture (historical influences) and groups of people based on age, gender, religion, ethnicity, and ways of life (cultural influences) in fiction, nonfiction, drama, and poetry (literary selections) to construct meaning.

7.R.4.1 Students are able to **distinguish** which reference sources will **provide** the best information for the assigned task.

Verbs Defined:

- distinguish -- decide

Key Terms Defined:

- reference sources -- print and electronic materials: almanac, atlas, map, CD-Rom, website, magazine, traditional encyclopedia, nonfiction, interview

Teacher Speak:

Students are able to distinguish (decide) which reference sources (print and electronic materials) will provide the best information for the assigned task.

Student Speak:

I can decide (distinguish) which print and electronic materials:

- almanac
- atlas, map
- CD-Rom
- website
- magazine
- traditional encyclopedia
- interview

(reference sources) will provide the best information for the assigned task.

7.R.4.2 Students are able to **analyze** and **organize** information from various sources.

Verbs Defined:

- analyze -- evaluate
- organize -- classify

Key Terms Defined:

- sources -- print and electronic materials

Teacher Speak:

Students are able to analyze (evaluate) and organize (classify) information from various sources (print and electronic materials).

Student Speak:

I can evaluate (analyze) and classify (organize) information found in various print and electronic materials (sources).

7.R.4.3 Students are able to **evaluate** the accuracy and credibility of information about a topic contained in multiple sources.

Verbs Defined:

- evaluate -- judge by writing and/or speaking

Key Terms Defined:

- accuracy -- correctness
- credibility -- value
- multiple sources -- variety of print and electronic materials

Teacher Speak:

Students are able to evaluate (judge by writing and/or speaking) the accuracy (correctness) and credibility (value) of information about a topic contained in multiple sources (variety of print and electronic materials).

Student Speak:

I can judge by writing and/or speaking (evaluate) the correctness (accuracy) and the value (credibility) of information about a topic contained in variety of print and electronic materials (multiple sources).